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A Survey Of Physical Education In Twenty-Seven Selected High Schools Of Texas

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"A SURVEY OF PHYSICAL EDUCATION IN
TWENTY-SEVEN SELECTED HIGH
SCHOOLS OF TEXAS"



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"A Survey of Physical Education in
Twenty-seven Selected High
Schools of Texas"

By

Robert Guyden

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A Thesis Submitted in Partial Fulfillment
of the requirements for

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R.G.

Master of Science

in the

Graduate Division

of

Prairie View Agricultural and Mechanical College
Prairie View, Texas
August, 1960

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Prairie View, Texas

DEDICATION

This Thesis is dedicated to my darling wife, and sons, Robert Jr. and Jerry Charles Guyden. These companions have given love, devotion, encouragement and effort which have contributed immeasurably toward the production of this work.

R.G.

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Chapter I

Introduction

Physical education has played a role of varying importance in the life of all people. The earliest known races had their games, dances and various philosophies relative to the value of unorganized physical activity. The earliest date that physical training was mentioned as a possible subject to be included in the American school curriculum was in 1790, when Dr. Benjamin Rush recommended that intellectual¹ and physical education received consideration together. Early educators, however felt the purpose of education was to train the mind, and very little was given to Dr. Rush's¹ idea.

Following World War I and II there arose new conceptions in general education which revolutionized school procedures and curricula. The rapid growth of democratic ideals and institutions, the rise of a new industrial life, and the development of experimental science with its basic idea of education, all were factors influencing the development of the new philosophy of physical education.

¹ Stuart, G. Noble, A History of American Education, (New York: The McMillan Company, 1938), p. 242.

It soon became apparent that physical education, particularly in the public schools, had lacked the support of a well organized body of thought which would harmonize with these current theories and practices. As means of keeping pace with general education, the National movement in physical education arose, almost direct opposition to the gymnastic, and calisthenic programs which had been the prevailing practice. Growing out of many and varied elements in the National life in the late "Twenties," this movement spread rapidly over the country, and the philosophy of this movement dominates in physical education program today. Accompanying these changes, there came also new methods in health and teaching and an enlargement of health services as a means of combating the ineffectiveness of former procedures. The new movement was for¹ health education, with the emphasis on "education."

In spite of all that was done relative to giving health and physical education its rightful place in school curricula, not until the beginning of World War II, has the full value of health and physical education begun to receive proper attention. Reports from Selective Service Examinations brought to light the effects of the lack of necessary emphasis on the development of a physically fit individual. The Army, the Navy, the Government, all stepped in to assist in revising the program in order that it might be more effective in preparing our youth.

¹James F. Rogers, "State-Wide Trends in School Hygiene and Physical Hygiene and Physical Education", Pamphlet No. 51 U. S. Office of Education, 1943, p. 1.

Now health and physical education has become of age and is one of the most important divisions in general education, since physical education has become a means of nation preparedness for those who perform other tasks necessitated by the war. People realize they must continue to prepare, for it is through preparedness that future conflict can be forestalled. In carrying on the program of physical fitness, changes and trends which have developed from World War II will probably be retained as standards in the program. Gymnastics, combative, aquatics, rhythmic, sports, and games keynote activities.

There is now less emphasis on the recreational values and more on the development of skills. Stress is now given to a varied program and all students participating in a specialized activity. Greater time allotment for health and physical education is now being offered and will gradually be increased.

In 1931, C. L. Bownell and J. F. Williams, surveyed the Fort Worth city school system. They found a meager health and physical education program. The teaching staff was about sixty per cent trained in the fundamentals of health and physical education in the grade schools and less than that per cent in the high schools. This survey indicated the trend of interest¹ in physical education investigation.

¹J. D. Foster, An Evaluation of the Physical Education Programs in Texas High Schools, Unpublished Master's Thesis, University of Texas, 1939.

Until the law was passed, March 1930, requiring that health and physical education be taught in Texas high schools, many schools had no form of physical education, and even now, are failing to live up to the requirements of the law in that they fail to offer instruction in physical education for all pupils. A set of standards of accrediting programs has been set up by the State Board of Education, but it is now just getting into operation.

Health and physical education should be included in all high school systems, because physical education is a form of education. It is life and living. Its activities are to be engaged in because of the satisfactions they offer to him who participates. To him who enters the lists of its activities, there should come as by-products, health, skills, good posture, strength, endurance, and their many results so frequently sought as direct ends and so rarely gained.¹

Physical education has many aspects that will combat delinquency. Physical education has many activities that will keep individuals busy and make worthwhile use of their leisure time, thereby defeating the old saying, "the idle brain is the devil's workshop."

The United States ranks very high in regard to the health of its people when compared with other nations of the world.

¹
Jesse F. Williams, Principles of Physical Education, (Philadelphia: W. S. Standard Company, 1946), p. 231.

However, in analyzing the health statistics of this country, it can readily be seen that disease and ill health are prevalent in great number in our population and that a great amount of this disease and ill health is preventable.

Selective Service during the recent war found 5,000,000¹ men physically or mentally unfit for military service.

Bucher quotes J. Edgar Hoover of the Federal Bureau of Investigation as follows:

"If the current trend in juvenile delinquency continue, the following represents the extent of crime that will be committed in the next 33 years by the youth of this country: 7.4 million automobile thefts, 15.8 million aggravated assaults, and 200,000 murders."²

What can physical education do to alleviate this pressing problem of juvenile delinquency? It seems that some of the main reasons youth turn to crime are for the want of something to do, for want of excitement and adventure, for want of "belonging" to a game, for want of an outlet for their energy, and desire for activity. Youth want action, youth want excitement, and youth want to "belong". If facilities, leadership, and equipment are available for the pursuit of sport and other physical activities, the average boy and girl will, under proper guidance, choose this medium of spending their leisure hours. However, lacking the opportunity to get their activity, their excitement, their "belonging" in wholesome physical activity, they will readily turn

¹Charles A. Bucher, Foundation of Physical Education, (New York: The C. V. Mosby Company, 1956), p. 224.

²Ibid., p. 74.

to crime as a means of obtaining these natural human desires. A boy or girl loves to display his or her skill in tennis, basketball, badminton, swimming, or some other physical activity. Therefore, it is the responsibility of society to see that the opportunities are available for the teaching of these essential skills to youth. Physical education activities abound in action, interest, and excitement for youth. Furthermore, within various activity circles, youth, through physical skill, will experience a feeling of "belonging."

Physical education has been effectively contributing to the betterment of society since ancient times. However, it can do a better job; it can be a greater profession, it can contribute more to enriched living for the total population. These achievements will be possible if the professional students of physical education in our schools take up the many challenges that confront their field of endeavor and, after careful thought and deliberation, devise plans which will result in physical education achieving its true potentialities. The physical education profession is proud of those qualified students who are at present training for this specialized work.¹

America must remain strong; all those who live beneath her flag, all agencies concerned with her health, physical, and social well-being, of

¹Ibid., p. 446.

good will through citizens who possess total fitness. National security and international good-will can be achieved by citizens who "live most and serve best." The role of physical education in their development is not those of the platforms of health education and recreation, if applied, will contribute much to the development of total fitness of the people of the United States of America.¹

The role of physical education in the life of youth was indicated centuries ago when the Chiefs introduced youth to the customs and practices of the tribe. Delinquency is the product of a society, which failed, sometimes in its biological controls, usually in its social program. The great social agencies such as the schools, the clubs, and the playgrounds are man's organizations to develop youth. The literary emphasis in the schools directed at training the mind, the starvation of clubs and the playgrounds, these shortages and others manifest themselves in rural as well as urban centers. The evident failures of these social agencies are the delinquents and criminals of today. To correct these failures, society as yet has been unwilling to set up social institutions and provide a community life in which youth might succeed in development; but, moved either by sentimentality or fear, it has established jails, asylums, hospitals, and reformative institutions.²

¹ Jesse F. Williams and Clifford L. Brownell, The Administration of Health and Physical Education. (Philadelphia: W. B. Saunders Company, 1945), p. 25.

² Jesse F. Williams, "Principles of Physical Education," (Philadelphia: W. B. Saunders Company, 1959), p. 124.

Meanwhile, many forces were helping to shape the emerging American philosophy of physical education. At the YMCA Training School, now Springfield College, James Naismith had nailed two peach baskets to the walls of the gymnasium, and the American game of basketball was born.¹

Also influential was the theory of child development advanced by G. Stanley Hall, which stated that the child repeats in his own life time the various stages of development of the race. This theory supported the belief that the racially old activities of running, jumping, kicking, throwing, and striking have a unique contribution to make to the educational program.

Physical education still had a long way to go before the transition from exercise to education would be completed, but at least a beginning has been made.

In spite of growing pains such as those experienced in the 1920's, physical education has won steadily increased status. Today, games, sports, rhythms, folk dances, creative dances, aquatics, stunts, tumbling, and many other activities have been added to an ever-enriched program.

Preparation in the teaching of physical education has been provided for elementary-school classroom teachers. Specialists in elementary physical education now supervise and provide

1

Eleanor Metheny, "Physical Education Has Changed," National Education Association Journal, (May, 1960), p. 46.

inservice education. Modern school plants include playrooms, gymnasiums, and play field. Health Education and recreation, too, now have a part in the school curriculum, along with¹ physical education.

Statement of Problem:

Educators have long recognized the need for a thorough program of physical education during the high school years, but only a few attempts have been made to indicate specifically whether the physical education program in the Texas high schools are meeting the basic needs of the students. In view of this fact, the investigator feels that there is a great need to make this survey in order that an analysis of the various physical education programs in twenty-seven selected high schools of Texas could be presented, and suggestions for improvement recommended.

Purpose of the Study:

The general purpose of this study is to show the existing conditions of physical education in the twenty-seven selected high schools of Texas in relation to the program as suggested by the State Department of Education. To stimulate interest in the improvement of present practices. To suggest adjustment and improvement designed to raise standards of physical education in twenty-seven selected high schools of Texas so that they will compare favorably with state requirements.

¹
Ibid., p. 47.

Delimitation:

This study is limited to Class AAA high schools of Texas, and general conditions of the Health and Physical Education Programs.

Methodology:

The technique involved in this study is one utilizing broad survey procedures. This method of collecting data was employed primarily because of the geographic location of the schools under study. A questionnaire^{*} was constructed and sent to the principals of twenty-seven (27) class AAA schools of the state with the request that they be turned over to the head of the health and physical education department. The mailing list for the questionnaires was made up from the official list of class AAA high schools of the Texas Interscholastic League of Colored Schools.

* See Appendix I
See Appendix II

Chapter II

Review of Related Literature

The review of related literature will not be limited specifically to high schools, but physical education programs in general.

¹
Sharman emphasizes the need for well organized physical education programs in all schools and points out some of the benefits to be derived from such programs. Among other things, he states that, "participation stimulates growth, influences scholastic achievement, reduces absences and retardation, helps develop desirable character traits, and serves as an aid to normal personality development."

²
Laporte made a study to determine the need for physical education for students by compiling the findings of a committee which collected data through questionnaires and interview over a period of nineteen years. This committee was assisted by hundreds of leading physical education supervisors. The material is in the form of a carefully graded curriculum suffi-

¹Jackson R. Sharman, Introduction to Physical Education, (New York: A. S. Barnes and Company, Inc., 1941), p.6.

²William Ralphe Laporte, "The Physical Education Curriculum, a National Program." (Los Angeles: The University of Southern California Press, 1947), p. 78.

ciently flexible to be adaptable to any ordinary type of school situation regardless of limitation of equipment. It also provides something of a short cut to physical fitness, growing out of a startling revelation of physical disabilities among men during World War II.

It has been noted by the writer that many authorities have produced volumes of materials relating to the essentials of a good physical education program while only a few have set out to find out if their proposed criteria are being used by school administrators.

Butterworth maintains that, since rural children have no other opportunity to learn to play which is equal to the opportunity received at school, it is important that minimum¹ essentials be provided.

A similar study of physical education programs of Long Beach schools was made by Bunnett who set out (1) to discover the actual status of health and physical education programs in Long Beach high schools, (2) to provide an objective basis for improving such program, and (3) to aid in supplementing the findings of the National Research Committee of the College Physical Education Association. As a result of the investigation the author found the following significant weaknesses:

¹J. E. Butterworth, Rural School Survey of New York State, Ithaca, New York: The Joint Committee on Rural Schools), Vol. 5, p. 60.

1. The lack of a course of study committee was evident.
2. Lack of daily participation in a period of class instruction in health and physical education.
3. Several phases of the indoor areas were seriously neglected, major weaknesses being the lack of dressing room.¹

²C. C. Walden made a survey of the physical education program of the schools in West Texas. He found that fourteen schools have inadequate play areas, having less than four acres. The programs are curtailed in scope, especially in rainy weather, inasmuch as twenty-one schools do not have gymnasiums or play rooms. Thirty and five tenths per cent do not require daily participation of all children in class instruction periods of twenty minute minimum, exclusive of recess period. Fifty three and two tenths per cent do not require a physical examination of each child twice while in high school.

In a survey in a senior high school of Harrison county, West Virginia, Jeranko³ found that only fifty per cent of the teachers were certified. This study also revealed that 91.67

¹R. T. Bunnett, An Evaluation of the Physical Education Programs in Elementary Schools of Long Beach, (Unpublished Master's Thesis, University of Southern California, Los Angeles, 1945), p. 91.

²C. C. Walden, "An Evaluation of Physical Education Programs in Elementary Schools of West Texas," (Unpublished Master's Thesis, University of Southern California, Los Angeles, 1940), p. 114.

³Stanley Jeranko, "Survey of Physical Education in Senior High Schools of Harrison County, West Virginia, 1942), p. 42.

per cent of the schools had a required physical education program. Ninety-one and sixty-seven hundredth per cent gave credit toward graduation.

Physical education programs on a state wide basis for the elementary and junior high schools of Kentucky, as reported by Heldman¹, were found to be poor. Heldman reported the following results of his study:

1. Only 20 per cent of the schools had the necessary equipment.
2. About 81 per cent of the schools had programs.
About 65 per cent of these schools had programs for five years or less.

Oates, in 1929 surveyed 198 schools in the state of Oklahoma with the intent of finding the general conditions of health and physical education. Oates found that teachers' preparation was wholly inadequate and that physical education periods were mostly used as practice periods for interscholastic games and activities. Only (20) per cent of the schools investigated used the gymnasium for physical education, the principal use being for auditorium purposes. Shower facilities and play ground areas were inadequate.

¹John Heldman, Jr., "Physical Education in the Elementary Schools of Kentucky in 1940," (Indiana University, Indiana, 1953), p. 440.

²Myron J. Oates, "Physical Education Facilities in High Schools in Oklahoma," (Unpublished Master's Thesis, University of Oklahoma, 1929), pp. 39-40.

¹
Coleman, in her investigation of the emphasis placed upon health and physical education during the post war period, found that the war had increased and improved health and physical education, but the field, on a whole is progressing very slowly. In spite of the effort of coaches, physical educators, and administrators to de-emphasize interscholastic activities, physical education class periods continue to be used as practice sessions for major sports. The primary object of physical education in the American secondary school now seems to be mass participation instead of teaching mere skills to those blessed with an unusual amount of natural ability.

A great deal of controversy has risen over time allotment which should be given to physical education classes included in the school curriculum. ² Elna Riggs credits Jay B. Nash with this recommendation:

Five sixty-minute periods shall be considered the basis. One period shall be given to organization for health and character results. The White House Conference on Child Health and Protection suggests that all schools offer a daily minimum of 30 to 60 minutes of physical education in the school program, both elementary and secondary schools.

¹Louise A. Coleman, The New Emphasis on Physical Education in the American School, (Unpublished Master's Thesis, Southern Methodist University, 1944), pp. 36-38.

²Elna Riggs, "A Survey of Physical Education in the Public Schools of Pleasants County," (Unpublished Master's Thesis, University of West Virginia, 1940), p. 14.

¹

According to Henry C. Johnson, the program of physical education still depends upon the time set apart for its execution, regardless of the equipment, facilities, teaching personnel, and the nature of activities offered. The time allotment set up in the state course of study for elementary schools of Virginia is 20 minutes daily. Most of the rural elementary schools of Virginia, which have physical education once daily, devote 20 minutes to the subject.

²

Frank J. Lowth believes that by proper supervision the teacher will be a great help in selecting activities for the children. He states that group games with the maximum number of participants and a minimum number of spectators are fine for the activity program, especially for small schools.

³

Jesse F. Williams advises activities based on their relative worth. They say that some are more important than others and that the teacher should carefully select the activities. The activities selected and the procedure followed should be governed by their relative worth to the pupils.

¹Henry C. Johnson, A Study of Physical Education in the Rural Schools of Virginia, (Unpublished Master's Thesis, University of Virginia, 1934), pp. 82-86.

²Frank J. Lowth, "Everyday Problems of the Country Teachers," (New York: The Macmillan Company, 1936), pp. 134-148.

³Jesse F. Williams, Principles of Physical Education, (Philadelphia: W. B. Sandard Company, 1946), p. 60.

SUMMARY

The literature relative to the problem under investigation reveals that there is a great need for improvement of Physical Education Programs in most sections of the United States and on all grade levels. According to surveys, it can be noted that there is a definite need for qualified teachers, facilities and equipment. Also there is an equally important need for administrators to produce a well planned and organized program.

Chapter III

Program of Physical Education in Twenty-Seven High Schools of Texas

It has been stated earlier in this study that the data for this investigation was secured primarily through the use of questionnaires. Most of the the questionnaires were given directly to the individuals who were enrolled at Prairie View A. & M. College in the graduate program of physical education during the summer session of 1960. These individuals, all men, are teachers in various schools throughout the state of Texas, the schools being classified A, AA, and AAA according to the Texas Interscholastic League.

Results of the questionnaire were divided into the following subtitles: (1) Education status of teachers (2) Physical education curriculum, and (3) facilities and equipment.

The success of any physical education program depends largely upon the qualification of the teachers.

The section of questionnaires revealed that in twenty-seven schools surveyed, 83 majors are working in the field. Four schools out of the twenty-seven surveyed revealed that 7 teachers do not have any training in the field of physical education.

Table I

Educational Preparation of Physical Education Teachers
in Twenty-Seven High Schools of Texas

Title of Degree	Number	Per cent
Bachelor of Science	63	70
Master of Science	20	22
No Professional Preparation	7	8
Total	90	100

Table I shows that out of the twenty-seven schools selected, there was a total of 90 teachers of physical education. Of this number, 70 percent possessed Bachelor of Science degrees in physical education, 22 per cent had secured Master of Science degrees and 8 per cent of the teachers had no training in the field of physical education. This means that seven teachers out of the twenty-seven are not qualified to teach physical education.

Physical Education Curricula in Twenty-seven High Schools

One of the most desirable ways of teaching democracy to boys and girls at the high school level is through a planned program of physical education. In schools where well balanced programs in physical education have not been provided, a child is not likely to be equally developed in all skills. It is evident then, that physical education plays a vital part in the development of the "whole child" and should be emphasized as much as any other subject in the curriculum.

Table II

Number of Schools With or Without a Required Physical Education Program

Categories	Number	Per cent
With a Program	20	74
Without a Program	7	26
Total	27	100

Table II revealed that of the twenty-seven schools responding, it was noted that 74 per cent of the schools offered physical education as a requirement in the curriculum. Of the 27 schools with physical education, many indicated on the questionnaires that they had no regular organized physical education program with special teachers. Recess periods were

substituted for physical education classes. Again it is noticed that among the 27 schools surveyed, all schools offered some type of supervised program in the curriculum for physical education.

Table III

Number of Schools Requiring Physical
Examinations

Categories	Number	Per cent
Required Examination	7	26
No Examination	20	74
Total	27	100

It is evident in Table III that only 26 per cent required a physical examination before enrolling in classes of physical education, while 74 per cent required no examination.

Table IV

Course Requirements in Physical Education
of the Twenty-Seven Schools Selected

Categories	Number	Per cent
Required Physical Education	9	33
Required No Physical Education	18	67
Total	27	100

Thirty-three per cent of the schools involved in this study required varying number of years in physical education. On the other hand, 67 per cent did not require students to take courses in physical education.

Table V
Physical Education Credits Given in Selected
High Schools of Texas

Number of Credits	Number	Per cent
0	3	11
$\frac{1}{2}$	2	7
1	8	30
2	13	48
3	1	4
4		
Total	27	100

Credits were granted in varying amounts for courses in Physical Education. The following are some of the significant reports in this regards.

1. Table V reveals that 11 per cent gave no credits to students; 7 per cent granted one half credit; 30 per cent offered one credit; 48 per cent offered two credits; and 4 per cent of the schools listed three credits.
2. Table V reveals that 11 per cent of the twenty-seven schools did not provide credits for course offerings in physical education.

Table VI

**Sex of Instructors of Physical Education in
Twenty-Seven Selected High Schools**

Column I			Column II		
Boys Instructors			Girls Instructors		
	No.	Per cent		No.	Per cent
Male Instructors	25	46	Female Instructors	17	32
Female Instructors	22	41	Male Instructors	23	43
No Response	7	13	No Response	14	25
Total	54	100	Total	54	100

According to the questionnaire, the sex of physical education instructors for boys and girls of the twenty-seven high schools surveyed varied. It is evident in Table VI that 46 per cent of the teachers of physical education for boys were male, 41 per cent of the instructors of physical education teachers for boys were female. 32 per cent of the instructors for girls were female, and 43 of the instructors for girls were male.

Table VII

**Activities Participated in by Both
Boys and Girls**

Categories	Number	Per Cent
Joint Activities	22	81
Separate Activities	5	19
Total	27	100

It was noted that 81 per cent of the twenty-seven schools offered joint activities, and only 19 per cent offered separate activities.

Table VIII

Intramural Programs in Selected
High Schools of Texas

Categories	Number	Per cent
With An Intramural Program	23	85
Without An Intramural Program	4	15
Total	27	100

Questionnaires indicated that 85 per cent of the twenty-seven schools had organized intro-school activities and 15 per cent of the schools had no such program. Personal interviews revealed that many of the schools with intramural programs restricted their activities primarily to basketball, and volley ball.

Table IX

Time Allotment for Physical Education Classes

Class Assembly	Number	Class Assembly	Number
Once Daily	11	Once Weekly	0
Twice Daily	2	Twice Weekly	2
Three Times Daily	3	Three Times Weekly	2
Four Times Daily	1	Four Times Weekly	14

The number of times physical education classes met differed greatly. Findings with regard to this phase of the curriculum as shown in table IX are as follows:

1. Eleven schools met one time daily; 2 schools had classes to assemble twice daily; 3 schools had classes to meet three times daily, and physical education classes in 1 school met four times daily.
2. None of the schools met once weekly, and only one school met four times daily.

Table X

Time Allotted for Class Instruction

Minutes Allotted Per Period	Number
50-60	12
40-50	6
30-20	9
Total	27

Table X shows that 12 schools allotted 50 to 60 minutes for class instruction in physical education; 6 schools had from 40 to 50 minutes of instruction; and 9 had from 30 to 20 minutes of instruction.

In order to measure and evaluate the program of students in any class, an adequate measuring rod must be used and accurate records of achievement must be kept on each student. Thirteen schools out of the twenty-seven under investigation kept no record on each student. Nine out of the twenty-seven kept a record of the student in physical education:

Table XI
Basis for Grading Pupils
in Physical Education

Items	Number	Per cent
Skill-Performance-Team Work	15	44
Skill	5	14
Performance	7	20
Team Work	5	14
Others	2	8
Total	34	100

The above shows that a large percentage of the schools give students marks to indicate their advancement. These marks were given on the basis of (1) skills, (2) performance, (3) team work, (4) and other methods. Forty-four per cent of the 27 schools based their grades on skill, performance and team work, 14 per cent of the schools based their grades on skill, 20 per cent of the schools considered the children's performance, 14 per cent based their grading on the ability of the student to participate in team work, and 6 per cent of the schools indicated that they used some other basis for determining students grades.

Facilities and Equipment

If the program of physical education is to be adequate, proper facilities and equipment must be provided in all schools. In addition to this, plenty of level play ground area should be available in order that students will have the necessary space to carry on certain activities in the physical education curriculum.

Table XII

Acreage Available for Physical Education in
Twenty-Seven High Schools of Texas

Number of Acres	Frequency
14	2
6-8	4
4-5	9
2-3	10
1	2
Total	27

The survey reveals that 2 of the schools have 14 acres of outdoor playground; four of the schools possessed 6 to 8 acres; nine owned 4 to 5 acres; ten of the schools possessed 2 to 3 acres and two of the twenty-seven schools had 1 acre of play ground area. Twelve schools possessed inadequate play-¹ground. According to Physical Education standards, four acres are adequate for school playground.

¹George D. Butler, Recreation Areas, New York: The Ronald Press Company, 1958). p. 110.

Table XIII

Facilities and Equipment Used
by the 27 High Schools in the Survey

Equipment	Frequency	Per cent	Equipment	Freq.	Per cent
Softballs	27	100	Boxing Gloves	16	59
Basketballs	27	100	Badminton Net	22	81
Softball lots	24	88	Tennis Rackets	20	74
Volley Balls	25	100	Tennis Courts	17	63
Baseballs	23	66	Tumbling Mats	21	77
Volley ball nets	27	100	Badminton Racks	19	70
Baseball lots	18	66	Shuffer boards	12	44
Footballs	25	92	Soccer Balls	14	51
Baseball courts	18	66	Tumbling Apparatus	17	63
Gymnasium	25	89	Badminton Court	19	70
Toilet Accomodation	24	88	Towels	18	66
Locker Rooms	22	81	Handballs	12	44
Cheekers	15	55	Soccer Football	15	55
Checker Boards	15	55	Arrows	10	37
Horse shoes	21	77	Bows	10	37
Ping-pong balls	18	66	Laundry Facilities	11	40
Ping-pong table	18	66	Skates	5	18
Bulletin Board	18	66	Archerly	9	33
Tennis balls	19	70	Indian Clubs	0	

From a study of the figures received, softball, basketball, and volleyball were mentioned by 50 per cent of the schools as being included in the supply of physical education equipment. Skates, archery, Indian clubs and soccer balls were mentioned by the least number of schools, which in this case were less than five. Table XIII contains the results of the survey with regards to this phase of study.

Summary

The writer wishes to point out, by the way of summary, that the 27 schools responding to the questionnaire, only 92 per cent had some type of physical education program. Many of which were poorly organized. Eight per cent of the teachers in the field of physical education had no training in the field.

Physical education was not required of all students in many of the schools. Twenty schools did not require a physical examination as a requirement for physical education. The number of times classes met per week and the length of instructional periods differed widely. Student performance was the strong point for grading, and only a few schools attempted to keep record of skill performance on each student.

Chapter IV

Summary, Conclusion and Recommendations

Summary

Physical Education is a way of education through physical activities which are selected and carried on with full regard to values in human growth, development, and behavior. Because it is a phase of the total education program, physical education aims for the same general goals that give purpose to all the other learning experiences of the school. This general goal is the development of well-rounded children and youth as responsible citizens in our democratic society.

Physical education provides a wealth of experiences which, along with other opportunities in the curriculum, are particularly important in helping each child to (1) develop organic vigor, (2) provide neuro-muscular training, (3) develop poise, (4) correct postural defects, and (5) promote desirable moral and social qualities. In order to accomplish these objectives, every child in the high school should have the advantage of a well planned, well conducted physical activity program.

In reviewing literature relative to physical education programs in high schools, it was revealed that there is a great need for the improvement of physical education programs in most sections of the United States and on all grade levels. According to the survey of literature, there is a definite need for qualified teachers, facilities and equipment, and a well planned and organized program by administrators.

Of the 27 questionnaires distributed during the annual coaching clinic to coaches from all over Texas, 27 schools submitted some type of response. Schools responding had enrollments ranging from 138 to 1,935 and included grades from the eighth through twelfth grade. Of the 27 schools surveyed, there was a total of 90 physical education teachers involved, 7 of which had no formal training in physical education. In 18 of the schools, physical education was not a basic requirement in the total school curriculum. Some of the schools offering required courses in physical education did not organized their activities according to sex; others kept no adequate records of the annual progress of the students, and still others did not require a physical examination as a prerequisite for courses in physical education.

Length of instructional periods in physical education varied from 42 to 60 minutes per instruction period. The number of times classes met per week differed widely. Credits

were granted in varying amounts for courses in physical education. Students were graded on skill, performance, and team work, with the largest percentage using performance as the chief basis for grading.

Ten of the schools had only 2 to 3 acres of playground available, 9 had available 4 to 5 acres of playground, while 4 owned 6 to 8 acres of playground, and only 2 had 14 acres of playground. More than 50 per cent of the schools included softball, baseball, basketball, volleyball, badminton, football and ping-pong.

Intramural programs were carried on only in the large schools and the activities were limited to football, basketball, volleyball and baseball.

Conclusion

As a result of this investigation, the following conclusions were reached:

1. There is a definite need for competent teachers in the area of physical education. However, many of the teachers of physical education are pursuing advanced degrees in the field.
2. Many school administrators do not provide a well balanced physical education program for every student.
3. Adequate records are not kept of student's progress.
4. Techniques for grading students are definitely on the up grade.
5. Most of the schools surveyed made provisions for physical education classes at least once daily. However, two of the schools offered 20 to 30 minutes for instruction.
6. Eighteen of the schools did not require students to take courses in physical education.
7. School boards do not provide adequate playground areas for all schools.
8. Of the 27 schools with a physical education program, only 7 require pupils to take physical examination.
9. The study indicated that administrators of physical education do not plan an extensive intramural program.

10. Activities carried on in physical education classes are not organized according to the sex of the children at various grade levels.

Recommendations

1. All teachers of physical education should have professional training in the field of physical education.
A minimum of twenty-four semester hours in physical education should be a requirement.
2. Some plan should be instituted whereby all schools will include physical education in the curriculum.
3. Provisions should be made whereby all students are able to participate in various types of activities.
4. In order to determine the physical status of pupils before subjecting them to physical education, a yearly physical examination should be given to each student at the beginning of the school term.
5. All teachers of physical education should give careful thought to recording the progress and achievement of pupils.
6. It is suggested that more time be taken in planning intramural programs.
7. There should be a standard set for the number of physical education credits required of students in the high schools.
8. School boards should also provide adequate playground areas for all schools in proportion to the size of the school.

APPENDIX # 1

Questionnaire

School _____ Enrollment _____ Boys _____ Girls _____

Location _____ County _____ State _____

Name of person filling out this questionnaire _____

Your Position _____ Which grades are included _____

"A Survey of Physical Education in twenty-seven selected
High Schools of Texas"

Section I

Physical Education Program:

1. Is physical education required of all students? Yes _____ No _____

2. Can students graduate without physical education? Yes _____ No _____

3. How often does the class meet in Physical Education.

_____ One time daily

_____ Two times daily

_____ Three times daily

_____ Four times daily

_____ Others _____

1. Time Week

2. Time Week

3. Time Week

4. Time Week

Each day of the week _____

4. How many credits are required in Physical Education to graduate?

1 2 3 4 5 6 Others _____

5. Are the boys classes handled by male instructors? Yes _____ No _____

6. Are the girls' classes handled by female instructors? Yes _____ No _____

7. Do you have an intramural program? Yes _____ No _____

8. Is the intramural program a part of the P. E. program? Yes _____
No _____9. Is each student given a thorough physical examination? Yes _____
No _____

1. Make a check mark (-/) for each activity included in your program of instruction.

_____ Team sports	_____ Relays
_____ Stunts and tumbling	_____ Calisthenics
_____ Marching	_____ Individual sports
_____ Games	_____ Others

2. Do you have any activities where girls and boys participate together? Yes _____ No _____.
3. Do you have a record of the students program in skills? Yes _____ No _____.
4. Do you have a playday or similar day? Yes _____ No _____.
5. What is grading based on? (Use check Mark) _____ Skill
_____ Performance _____ Team Work _____ Others.
6. What type of grades are given to students? Check method used.
7. Are students required to dress? Yes _____ No _____.
8. How much time is allotted for dressing? _____
9. How long are class periods of instruction? _____
10. How long has your school had a physical education program? _____.
11. Do all teachers of physical education have a bachelors degree in physical education? Yes _____ No _____ What school _____.
- A. Recognized College or University? Yes _____ No _____
- B. Other Special Training _____
12. How many teachers have a Bachelors Degree in Physical Education or Health? _____
- A. Masters in Physical Education _____
- B. Masters in Health Education _____

Appendix # I (Cont'd.)

Section II

Facilities: Check the equipment you have in your school

- I. _____ Archery target _____ Shuffle Board equipment
 _____ Arrows _____ Soccer Balls
 _____ Bows _____ Softball bats
 _____ Badminton Nets _____ Tennis Rackets
 _____ Badminton Rackets _____ Basketball
 _____ Softballs _____ Volleyball net
 _____ Tennis Balls _____ Tumbling Apparatus
 _____ Badminton courts _____ Towels
 _____ Gymnasium _____ Tennis court
 _____ Volleyball _____ Tumbling mats
 _____ Laundry facilities _____ Private office in gym
 _____ Toilet accommodations _____ Baseball
 in gym _____ Football
 _____ Locker room _____ Baseball court
 _____ Hand ball room _____ Soccer field
 _____ Bulletin board in gym _____ Horseshoes
 _____ Boxing gloves _____ Ping pong table
 _____ Checkers _____
 _____ Ping pong balls _____

II. Size of out door playground area in acres _____.

REMARKS-

Anything not covered which you think will be helpful

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